Here are the solution ideas thanks to the feedback provided by the School Counselor Group on April 21st, 2015.

General Ideas:

1. Ask principals who understand and support ASCA/RAMP processes to share at an early principals’ meeting (Annual Agreement, what to expect, how to set goals, 80/20)
2. Host an event for counselors to bring RAMP materials for Review- possible support from NCASCA
3. Keep things to a conversation
4. Set up a mentor process for next year’s new or moved folks

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| Knowing the specific type of data that ASCA is looking for  (We have lots of data and are getting better at collecting it, but what is the “right” data for this process) | Google Doc input from the RAMP group that met this year  Three types of data- understanding each of these (look within the school)   1. Outcome 2. Perception 3. Process   Specific Data #s  Improve, impact the % increase or decrease |

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| Being on the WAVE Schedule or part of the specialist rotation | * Support from administration and Central Office * Administrator needs to understand the RAMP Process and the role of the school counselor * RAMP Process cannot be completed when teaching classes all day * Can teach some classes, but need to have conversation with administration to balance classes with groups, individual time * Allow counselors to propose a schedule that ccommodates all of their responsibilities * Teachers come up with creative ways to fill a time they don’t have specials * Difficult to be evaluated using new evaluation tool when so much time is spent in the WAVE schedule * Helping administrators understand the trade-off (what is not done) when the counselor is teaching groups all day |

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| Other duties and responsibilities beyond the 20%  (Responsive Services; II Team; PEPs; registering students; cumulative folders; scheduling conferences; putting schedules into PowerSchool; enrollments; withdrawls; transcript requests) | Advocating with Administration  Need for guidance secretary (especially middle and high school)   * Enrollments, withdrawals, transcripts, cumulative folders   Advocacy from Central Office  Prioritize duties  Shared vision with Administration |

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| Being the Back Up Testing Coordinator | * Educate administration on appropriate duties/roles * Advocacy from Central Office * Legislation and guidelines (80/20) and not being back-up * Some elementary counselors shared that they do not mind being back up since testing only occurs with EOGs. However, for middle school now with CTE testing, it takes much more of their time. * In some cases, they are the back up on paper, but they are the lead in reality * <http://www.ncschoolcounselor.org/Resources/Documents/New%20Law%20School%20Counselor%20Memo%20to%20Superintendents%20Oct%202013.pdf> |

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| Time in the Day (too many students to serve)  Time in the Day (having more ideas than there is time to do them)  Time in the Day (finding time for groups) | For Time in the Day   1. Rotate days for groups (K-2) 2. Incorporate guidance curriculum with teachers’ curriculum 3. Tag team   Time (more ideas than time to do)   1. Collaborate with staff (whole) to accomplish tasks   Time for Groups   1. Block it in your schedule on set days or day |

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| Lack of Resources (budget; manuals; support strategies; school wide programs) | Comprehensive Programming  Meet with Other Counselors  Meet with administrators and explain program and ask what would be available as far as the budget  Use the internet for resources  Make sure you are part of fundraising  Work with administration to ensure they understand what would be possible if there was funding  Need current manuals for support  Time to investigate resources  Fitting RAMP into the school wide program  Time to meet with other counselors to share and develop ideas |

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| Lack of access to EVAAS | Need to determine the best level of access and ensure all have this |

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| Lack of Administrators Understanding varied roles of school counselors  Lack of feedback from administration | Utilize data to help inform administrators  Educate colleagues on purpose and vision of school counseling  Help administrators understand the appropriate role/duty of the counselor |

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| Lack of a mentor program for new counselors, those new to a role (level), or those new to Onslow Count | Ask who wants to be a mentor  Assign mentors to new counselors  Create activities/assignments for mentors/mentees to keep it meaningful  Potential compensation /funding for being a mentor  Some counselors who were previously teachers have been mentor trained |

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| Being a Single-ton (the only counselor on my campus- hard to collaborate) | Establish a support system at least three lifelines  Who do you feel can give you:   * Reliable, dependable information * Honest, genuine advice   Set up time to meet with administration/others   * See if administration is flexible * Before or after school   RAMP Support Time   * Utilize that time to work with your established group |

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| Limited Space to pull groups | Gym  Media Center  Outside when weather permits  Classrooms during planning  Conference Room  Cafeteria  May want to include space in budget part of annual agreement |

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| Keeping Track of Time | Printed Calendar- then input into technology form weekly  Each School Counselor has to figure out what works for them  Try to have a framework even though it won’t always be kept |